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Trici Schraeder, MS, CCC-SLP is completing her 33rd year of professional experience as a speech-language pathologist. She worked one year in medical settings, 14 years in public schools, and 18 years at UW-Madison with a joint appointment in the Department of Communicative Disorders and the Department of Curriculum and Instruction. Trici is a past WSHA VP of School Services; recipient of the WSHA 2002 Outstanding Service Award; and was the first ASHA appointed WI State Education Advocacy Leader (SEAL). She is currently serving on two ASHA Committees. She served on the original ASHA Committee that created the Position Statement, Technical Report, Guidelines, Implementation Guide, and Teleweb/CD Seminar related to the workload analysis approach to case load standards in schools. Trici has served on numerous WI DPI Task Forces and has been a speaker at numerous state and national conventions. She served a three year term as an editorial consultant for the Journal of Language, Speech and Hearing Services in Schools and is the author of a text book, *A Guide to School Services in Speech-Language Pathology*. Her research has been published in numerous peer reviewed journals including the American Journal of Speech-Language Pathology, Seminars in Speech and Language, Texas Journal of Audiology and Speech Pathology, and Exceptionality Education Canada.

I have devoted my professional career to helping persons with communication delays, disorders, and differences because I believe communication is the essence of the human spirit. Without communication, society could not exist. Communication gives us a way to understand the problems of the past and also influence the promises of the future. Communication allows all people to have quality of life.

Operators need to stay on the call long enough to get used to the way the PERSON with a speech disability talks. The American society embraces the

notions of quick and easy. However, operators need to learn to take it slow and give the person with a disability the time he or she needs to communicate. Imagine trying to spread your fingers with rubber bands tightly wound around them. This is the way the neurological system works in some persons with disabilities. They need time to convey their message.

Operators should tell callers that everything is confidential. A set phrase should be used with every call. The phrase must assure confidentiality.

People with a speech disability need an easy way to reach Speech-To-Speech. Quick and easy access is the key to success. A person with disabilities should only need to hit one key on the telephone to access Speech-To-Speech. Cell phones should have this feature. The access number (single digit) should be printed in every phone book.

The FCC must stop people in jails from abusing STS. The FCC should block all jail phones from accessing STS.

More people with speech disabilities need to be taught to use STS. Not only should persons with disabilities be taught to use STS, but all citizens should learn how to use it. This should be taught in schools just as how to dial 911 is taught.

All these statements also apply to people who use STS on the computer.

There should be competition, as that makes STS work better. The FCC should create an award for the phone company that manages STS most effectively and efficiently. This award should be nationally publicised and lauded in Congress.

The operators need to be paid enough so that they do a good job, and they need good training.